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other day in a public sermon? Moreover the altar of Zeus at Olympia is not the altar of Zeus (346), but prehistoric elliptical houses, nor are there any remains of a palace of Nero (346).

There are very many more errors than those I have mentioned, but these are enough to show how inaccurate the book is. To the man who knows something about Greece, however, the book will be worth its price, for the reader will get two dollars and a half worth of fun and pleasure out of it; and we must remember that the author herself says (63) that she is "not an archaeologist, or a person in any way inconveniently encumbered with learning". As she says, "a too great doubting capacity is eminently unsuited to extracting the greatest possible amount of pleasure and interest out of one's transatlantic wanderings", and too much learning has certainly not been a drawback to Miss Whiting's enjoyment in antiquities. On page 249 she says that an encyclopedia and an atlas will supply knowledge anywhere, but to get the most out of one's saunterings one wants to believe in the impossible. We must reply that no encyclopedia furnishes sufficient knowledge about Athens and Greece to enable one to write an accurate book on the subject, but we must confess that the author believes in the impossible. Let no one, moreover, think that this book, full of quotation and repetition, confines itself to Athens, as a list of the chapters will show: Athens, the Violet-Crowned, Saunterings and Surprises, The Acropolis, The Eleusinian Mysteries, The Story of Dr. Schliemann (with much quotations from his works), The Archaeological Schools in Athens, Greek Sculpture and Philosophy, Contemporary Literature in Greece, Ethical Poetry of Greece, The Charm of Corfu, The Royal Family of Greece (a very good chapter), The Progress of Greece, The First Century of Greek Independence.

This reviewer is not eager to deprive the inoffensive tourist of his legitimate joys, but it is written with the firm belief that even the ordinary layman, to say nothing of the visitor to Athens, prefers not to be misinformed.

THE JOHNS HOPKINS UNIVERSITY. DAVID M. ROBINSON.

The Latin Ladder. By Robert W. Tunstall. New York: The Macmillan Company (1913). Pp. xiv+290. Five illustrations and map. 90 cents, net.

To the many 'Gates', 'Bridges', 'Straight Roads' to Caesar, and other seductive short-cuts to the desired knowledge of Latin which have appeared in recent years is added now The Latin Ladder, by Mr. Robert W. Tunstall, of the Tome School for Boys, at Port Deposit, Maryland.

In a novel preface, which consists in part of quotations from various classical worthies, Mr. Tunstall lays down his articles of faith: (1) that the work of the first year in Latin is the most important in all the preparatory course; (2) that the paramount matter in the first year is inflection; (3) that inflection is best taught by emphasizing from the beginning the significance of stem and ending; (4) that inherent interest in the subject-matter must be stimulated by the reading lessons which reward the beginner for his preparatory toil.

To accomplish these ends, which do not differ so very much from the aims of most beginners' books, the Ladder is divided into three parts. Part I, intended to "orient" the pupil, contains the following material, developed very slowly, and spread thin over twenty-one lessons: (1) the indicative active and passive of the four conjugations (including deponent verbs), and the indicative of *sum*—all in the third person only; (2) nouns of the first and simpler nouns of the second declension, together with adjectives similarly inflected: also an introduction to the third declension; (3) three pronouns used in three cases only; (4) a few common prepositions treated in some detail; (5) a chapter on the order of words in Latin, with illustrative selections for reading; and (6), at the end of Part I, a summary of the fifteen rules of syntax employed in the preceding lessons.

Part II, the main body of the book, presents forms and syntax in alternate chapters. In the chapters on syntax, questions leading up to the composition work and followed by illustrative sentences in Latin form a catechism on the principles given in Part III. Every fifth chapter in Part II is a reading lesson. Every seventh chapter is followed by a series of review questions. The reading lessons throughout the book consists of continuous narrative, and in Part II are based on Viri Romae and the Helvetian War.

Part III contains a systematic presentation of the principles of syntax, to be used for reference in Part II, and for convenience in review work if needed. This forms a valuable addition to the main body of the book and contains several excellent chapters, especially those treating of the gerund and the gerundive and indirect discourse. The Latin examples, as well as the sentences for translation, are in general well chosen. The illustration given for the genitive is, perhaps, an exception to the rule, being really a genitive of material.

The vocabularies are chosen with great care from Professor Lodge's book, The Vocabulary of High School Latin. Vocabulary reviews come at regular intervals throughout the book, with a final word-list of five hundred and three words to be mastered.

On the whole the Ladder contains much that is pleasing. The slow development of the earlier lessons will doubtless be a boon to many, and the great amount of explanation, generally left to the teacher, will be a blessing to the inexperienced or the poorly equipped. The resulting irregularity in the length of chapters, which vary from a page and a half to nine pages, might be objected to, but the chapters are punctuated by exercises at fairly regular intervals, so that they may be divided into lessons of average length. Another result of the unusually large amount of explanatory matter is a certain crowded appearance

of the page. The attractiveness of the volume could be greatly increased by a more open arrangement and, in some cases, by the use of larger type, though that would add something to the size of a book already large enough. The book is marred by a great number of minor typographical errors, which a later edition will doubtless correct.

ROXBURY LATIN SCHOOL. CLARENCE W. GLEASON.

Readings in Greek History. By Ida Carleton Thallon. Boston: Ginn and Company (1914). Pp. xxix + 638. $2.00.

In spite of a fairly marked tendency away from the indiscriminate use of sources in history teaching, source-books continue to be published. Miss Thallon's Source-book in ancient history is the most elaborate, is intended for the most mature students, and is, with a single exception, the most scholarly. No book equals it in the use of the inscriptions or of the writers on geography, while the large number of selections from the orators is another welcome novelty. The work of selecting has been well done and the work can scarcely be bettered—if we admit the validity of the principles according to which the book has been constructed.

Most source-books in ancient history are rather over the head of the child fresh from the grades. This is naturally all the more true of our book since its very excellencies are of a type too mature for many a college Freshman. It will scarcely be used in Freshman classes in general ancient history, for there are no parallel source-books for the Oriental and Roman history, and, if there were such books, the total cost of the outfit would be prohibitive. Its use will, therefore, in all probability, be confined to those institutions where a separate course in General Greek history is given to classes above the Freshman year.

Even here it will not be found entirely satisfactory. We may assume that the student who takes such a course has already carried on other College work in history and has become accustomed to doing collateral reading. Teachers in ancient history are exceptionally fortunate in having so much source-material, attractive in form and easily accessible, which may be substituted for the secondary works which instructors in other fields of history are forced to assign. Even in the Freshman year in High School, it has been found possible to supplement or supplant the source-book by fairly extensive readings from Homer, Herodotus, and Plutarch. Not the least gain has been the discovery that our better students would read far beyond the designated limits. With all the more force will this apply to our students of College rank, for surely they are capable of solving elementary source-problems.

Taking into consideration the fact that such outside readings must be assumed for the College class, it is surprising to find that almost half the readings in our source-book are taken from Homer, Herodotus, Thucydides, and Plutarch, writers whose complete works we can buy in cheap translations for but little more than the cost of the Readings. This over-use of Herodotus and Thucydides is in large measure due to the over-emphasis of the Persian and the Peloponnesian Wars. The latter period, particularly, does not deserve a quarter of the space in the book, even though we do now and then hear of matters not directly connected with the war.

The most serious obstacle, however, to the use of this book in classes is the omission of all that happened after Chaeronea. More and more we are emphasizing the Hellenistic Age, more and more we feel the need of source-materials for our classes. We have translations, enough and to spare, for the period before Chaeronea. But who will compile for us a collection of the inscriptions and the papyri without which our study of the Hellenistic Age is but an unsatisfactory attempt? From the practical standpoint of the teacher, this is the most needed bit of work yet undone.

Yet it is ungracious to criticise Miss Thallon for not doing something which she has specifically declared was not in her intention. Nevertheless, she had done her work so well within her self-designated limits that we cannot but regret that she did not follow other and broader lines. It is our loss that we cannot, for practical reasons, use her book in our teaching of ancient history.

UNIVERSITY OF MISSOURI. A. T. OLMSTEAD.

THE NEW YORK LATIN CLUB

The next meeting of The New York Latin Club will be held on Saturday, February 6, at the Washington Irving High School, 16th Street and Irving Place, New York City.

Professor Talcott Williams, Head of the School of Journalism, Columbia University, will speak on Latin Studies in the United States.

Members are kindly requested to meet in the Foyer Hall at 11.30, that the luncheon may begin promptly at 12 noon.

Tickets for guests at this luncheon may be procured at 75 cents apiece.

Classical teachers in New York and its vicinity who have not yet joined the Club are earnestly urged to do so. $2.25 will cover the dues for the current year and the two remaining luncheons (February 6 and April 10). Apply for membership to W. F. Tibbetts, Curtis High School, New Brighton, New York.